Florida's MTSS
A Multi-Tiered System of Supports

Closing Achievement Gaps Through Equitable Ambitious Instruction

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December 2017

http://equitableinstruction.wikispaces.com/

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PS/RtI

USF UNIVERSITY OF SOUTH FLORIDA

Learning Objectives

- Develop a working definition of equitable ambitious instruction
- Examine protocols for conducting courageous conversations around achievement gap data
- Examine methods for increasing instructional practices in order to close achievement gaps for all students
- Reflect on our learning time in order to achieve equity at our school sites

Startling Statistics

#1 The average number of preschoolers expelled every school day.

A. 50 B. 150 C. 250 D. 350

#2 The Education Week Research Center's K-12 Achievement Index rated our nation as earning _____ for K-12 Achievement.

A. A- B. B- C. C- D. D-

#3 The number of kids in America living without consistent access to adequate food.

A. 1 out of 5 B. 1 out of 7
C. 1 out of 9 D. 1 out of 11

Our Mission

PS/RtI

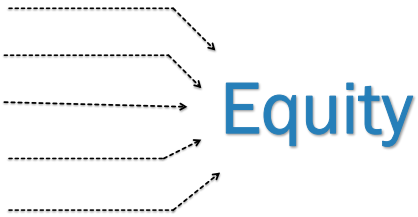
The **mission** of the *Florida Problem-Solving/Response to Intervention Project (FL PS/RtI)* is to ***accelerate and maximize student academic, behavioral,*** *and* ***social-emotional outcomes*** for every student by enhancing the *capacity* of all Florida educators to:

- Create and sustain one ***Universal Education*** system (design, implementation, evaluation) and
- Successfully utilize and sustain a ***multi-tiered system of student supports*** with ***fidelity*** in every district, school, and classroom.

Unit

The mission of our unit is to increase capacity of instructional leaders through universal education practices grounded in research and evidence that result in high impact of student learning.

Equity Is a Key Principle of Our Work



Getting Alignment Around Equitable, Ambitious Instruction

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Collaboratively Mining Visual Data: Protocols for Conducting Courageous Conversations Around Achievement Gap Data

Data Dive	
3 minutes	• Participants group and review Simulation Overview Description, PLC Member Role and/or Observer Role • Small group facilitator familiarizes themselves with the role using the Simulation Timing Guide
5 minutes	Facilitator establishes context and roles
6 minutes	Participants review data
8 minutes	Participants interpret data
10 minutes	Participants define implications for classroom practice
10 minutes	Facilitator leads debrief
5 minutes	Whole group (full room) debrief

Collaboratively Mining Visual Data: Protocols for Conducting Courageous Conversations Around Achievement Gap Data

Whole Group Debrief Questions	
5 minutes	• What mind shifts may be needed in order for data chats to become data dives and lead to instructional change in the classroom? • How do the drivers in the *Conceptual Design* document help guide your discussion? • What was a take-away or burning question(s) from this simulation?

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Standards-Based Unpacking/Planning: Examine Methods for Increasing Instructional Practices to Close Achievement Gaps for ALL

Desired Results
Identify desired results
What relevant goals (standards, course or program objectives, learning outcomes) will this design address?

Standard
XXX.X.X.X.X: Description
Grade Level/Course Code__Brief Description

Access Point
XXX.X.X.X.X.Xbc: Description

Supporting Standard(s)
XXX.X.X.X.X: Description

Unpack Standard Concepts **Students will know . . .** • What key knowledge and skills will students acquire as a result of this work? • Underline Nouns/Phrases	**Unpack Standards Skills** **Students will be able to . . .** • What should they eventually be able to do as a result of each knowledge and skills? • Circle Verbs/Verb Phrases
Prerequisite Knowledge and Skills Within Standard • What content and skills are implied? • What specific understandings about them are desired? • What misunderstandings are predictable?	**Instructional Implications of the Standard** • What is needed instructionally to ensure student mastery of the standard? • What are the big ideas?
Learning Goal: Goal . . . **IEP Goal:** Goal . . .	**Essential Question(s):** What provocative questions will foster inquiry, understanding, and transfer of learning?
High Probability Barrier(s) Wide-spread or common barriers that impact many students' engagement and learning (e.g., integrate strategies that support cognitive processing through academic instruction, EL provide adequate instructional time)	**High Intensity Barrier(s)** Significant impact on individual student engagement and learning (e.g., small group & individual instruction, Differentiated Instruction [DI], aligned with learning needs)
Instruction:	Instruction:
Curriculum:	Curriculum:
Environment:	Environment:
Learner:	Learner:

Instructional Design
Depending upon the anticipated barriers above, what implications would those have on the design of your lesson(s) regarding this standard.

Tier 1	Tier 2	Tier 3
Specially Designed Instruction		

Think:
- Desired Results
- Assessment Evidence
- Learning Experiences

Standards-Based Planning: Examine Methods for Increasing Instructional Practices to Close Achievement Gaps for ALL Students

Assessment Evidence Determine acceptable evidence	
Performance Tasks: • Through what authentic performance tasks will students demonstrate the desired understandings? • By what criteria will performances of understanding be judged?	**Other evidence:** • Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results? • How will students reflect upon and self-assess their learning?
Test Item Specs (when available)	

Standards-Based Planning: Examine Methods for Increasing Instructional Practices to Close Achievement Gaps for ALL Students

Learning Experiences Plan learning experience(s) and instruction	
Concrete Understandings What learning experiences and instruction will enable students to achieve the desired results? How will the design **W** = Help the students know **W**here the work is going and **W**hat is expected? Help the teacher know **W**here the students are coming from (prior knowledge, interests)? **H** = **H**ook all students and hold their interest? **E** = **E**quip students, help them **E**xperience the key ideas and Explore the issues? **R** = Provide opportunities to **R**ethink and **R**evise their understanding and work? **E** = Allow students to **E**valuate their work and its implications?	**Representations** How do we assure the student engagement with the learning aligns with the cognitive complexity of the task?
Resources What is readily available or what do we need to plan ahead for to develop our learning experiences and instruction?	**Supports and Scaffolds** **T** = Be **T**ailored (personalized) to the different needs, interests, and abilities of learners? **O** = Be **O**rganized to maximize initial and sustained engagement as well as effective learning?

Standards-Based Planning: Examine Methods for Increasing Instructional Practices to Close Achievement Gaps for ALL Students

Time	Data Dive
2 minutes	Acclimation • Review Protocol for Standards-Based Inquiry • Delegate role playing cards
3 minutes	Apply Data with Standards-Based Instructional Planning for ALL (Individually) • Through the lens of your assigned role, review the materials above along with learning from the data dive • Use the sentence stems to guide your thinking
5 minutes	Engage in Data-Driven Standards-Based Instructional Unpacking/ Planning (as a group)
5 minutes	Observers Debrief the Table Group
7 minutes	Build Learning Connections in Table Group

Reflect on our learning time in order to achieve instructional equity at our school sites

Speed Interview

- How do you define Equitable Ambitious Instruction?
- I am most proud to be an educator because…
- Discuss two sources of data you will use for your data dive.
- Describe one unpacking/planning method you're considering.
- Finish this sentence: I feel the best about the work I do in school when…
- Two notable applications from today to Equitable-Ambitious Instruction in my district/school are…
- One idea from our session that I can immediately do personally …

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http://equitableinstruction.wikispaces.com/

Our Project:

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A Multi-Tiered System of Supports
PS/RtI
Problem Solving/Response to Intervention

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thanks for all you do

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Evaluation Link:
https://www.surveymonkey.com/r/LearningForwardEquity

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